

APPENDICES

CORRECTIONAL PEACE OFFICER TRAINING REQUIREMENTS

California Department of Corrections

The California Department of Correction's (CDC) Department Operations Manual (DOM) contains specific language regarding the policies, purposes and mandates for training all employees, including correctional peace officers. Section 32010.1 sets the policy that "The Department shall establish and maintain a program of employee training in which all employees shall participate to accomplish the mission, goals and objectives of the Department."

The goals and objectives of departmental training are to:

- Improve job performance skills, related knowledge and abilities;
- Enable employees to function at their optimum performance level;
- Ensure quality of service and effective communication between the department and its constituencies;
- Maintain quality control through coordination and standardization of basic training programs;
- Monitor all training; and
- Respond to the changing needs of the department by modifying existing training and developing new training.

There are nine types of training activities:

1. Job-required: includes orientation, refresher and mandated training designed to ensure adequate performance in one's current assignment.
2. Job-related: increase job proficiency or improve performance above the acceptable level of competency established for a specific job assignment.
3. Upward Mobility: career movement opportunity including training to facilitate movement of employees from designated classifications into other classifications with increased career opportunities.
4. Career-related: assist in the development of career potential and provide an opportunity for self-development and achievement of the department or state's mission.

5. In-service (IST): formal training sponsored and conducted by any state agency.
6. Centralized: scope covers Department policies, procedures, and state and federal legal issues.
7. Local or Field: meet the needs of a particular group, facility, or office and presented directly to local employees.
8. On-the-Job (OJT): conducted by a supervisor (or a designated employee with the required expertise under the direction of a supervisor) at the job site while the employee is working.
9. Out-Service: formal training sponsored and conducted by a non-state agency, UC, CSU, and college that may be open to state employees and the public.

There are required training subjects and additional training requirements for peace officer classifications. All departmental employees attend training on the following subject areas: emergency plan; fire safety; department policies and procedures; sexual harassment prevention; sexual orientation discrimination prevention; accident prevention; AIDS; and all classes specified on the employee's annual training agreement (ATA).

Correctional peace officers receive additional training beyond their PC 832 training including: firearms requalification; chemical agents; use of force; and stress reduction. In addition, all peace officer employees regularly assigned to work with inmates in disciplinary detention, administrative segregation, security housing units, protective housing units, or with 'special needs inmates' receive the following training:

- Classification levels and process
- Cell and body searches
- Application of restraint gear
- Drug identification and control
- Crime scene preservation
- Prison gangs
- First-aid and cardiopulmonary resuscitation
- Identification of special problem inmates

- Less than lethal weapons certification and biannual refresher training for the taser and annual refresher training for the sidehandle baton for those employees designated to use or authorize the use of these weapons
- Use and care of protective vests
- Use of other specialized equipment or devices as applicable

Peace officer classifications including correctional officer, correctional counselor I, correctional counselor II specialist, medical technical assistant, parole agent I and parole agent II specialist, and firefighter have a 52-hour annual requirement of in-service training. This training is referred to as 7(k). The required training discussed above is incorporated into this 52-hour training requirement.

California Youth Authority

The Administrative Manual of California Youth Authority (CYA) contains specific language regarding the policies, procedures and requirements for employee training. Section 6000 states that the general policy regarding training is that the department is “committed to assuring that all departmental employees have the skills and abilities to carry out their assigned duties and responsibilities safely, effectively and efficiently” and “will provide a program of staff training to assist in meeting this commitment.”

Priority is given to training that fulfills legal mandates and is needed to assure the safety and security of staff and wards. Employees are offered training to assist them in fulfilling their job requirements and where possible, to meet upward mobility and career development objectives. Training program quality is assured through planning, monitoring and evaluation of all activities.

The specific requirements and procedures for mandated training are also contained in the Institutions and Camps (I and C) and Parole Services (PS) manuals. The I and C manual Section 2000 states that the general training policy is to design a program to “facilitate the accomplishment of specific, pre-established performance objectives” and enable all

staff to “carry out a standard of acceptable level of service.” There are two general types of training: in-service, which is initiated by the department, branch or institution; and out-service, which includes activities provided outside of state government. Those employees with peace officer classification must also complete the PC 832 training.

Mandated training requirements for youth correctional officers, including correctional counselors, casework specialists, medical technicians, firefighters and institutional parole agents include:

- Staff/Offender Interaction (SOI)
- Chemical Agents
- Firearms
- Baton Training
- Defensive Driving
- Infectious Disease
- Asbestos
- CPR/First Aid
- Suicide Prevention Assessment Response (SPAR)
- Physical and Mechanical Restraints
- Case Management (correctional counselors)
- Ward Grievance Procedure
- Disciplinary Decision Making System (DDMS)
- Institution Security
- Emergency Preparedness
- Water Safety

The PS manual Section 2245 states that the “purpose of training is to facilitate the accomplishment of specific, pre-established performance objectives”, and provide “the training necessary to make it possible” for all staff “to carry out a standard or acceptable level of service.”

The manual defines training as “the process whereby staff, either individually or in groups, participate in a formalized program of instruction (with lesson plans, instructor or instructional device) which permits the employee to acquire skills and knowledge.” This acquisition of knowledge and skills is designed to improve job performance (job required or job related), personal development, and/or facilitate movement of employees from designated classes or job categories, into other classes or job categories with increased career opportunities.

On-the-job training is “an alternative or complement to formal classroom training that is planned and conducted by a qualified individual usually at the work site, either through the use of a problem or situation, or the more traditional “learn-while-you-work” approach in which a work product is involved.

Staff are required to attend all legally and administratively mandated training. Employees with peace officer status complete the 40 hours of POST-certified training in laws of arrest, search, and seizure (PC 832). Parole agents receive 120 hours of orientation training within one year of their appointment date, including agent orientation, casework management/report writing, safety, and crisis intervention. They also receive training in chemical agents; branch policies and procedures in arrest, search, seizure and transportation; firearms; refresher; and defensive driver.

CYA correctional peace officer employees also fall under the 7(k) training requirement, which is 52-hours a year. In most circumstances, the mandated training is offered within the 7(k) framework.

FOCUS GROUP INTERVIEWS

Focus groups are basically group interviews where the topics are provided by the researcher. The hallmark of focus groups is their use of group interaction to produce data and insights that would be less accessible without the interaction found in a group.

The goals were to generate impressions of the 7(k) training program; obtain deeper levels of meaning and make important connections; and allow respondents to react to and build upon responses of other group members because this process may provide ideas or data that might not be uncovered in an individual interview.

Opening Comments

Focus groups were begun by explaining the purpose of the research (independent review; report what participants tell; not constrained by MOU or other issues); to advise to discuss both 7(k) and on-the-job training; to assure anonymity of responses; and to ensure that all opinions were valued.

Ground Rules

The ground rules given to participants were:

- Only one person speak at a time
- No side bar conversations – difficult to hear and take notes
- Want all to have the opportunity to participate – researcher plays traffic cop
- Please say exactly what you think. Don't think about what researcher thinks or what neighbor thinks
- The purpose is to exchange opinions and have fun with it

Opener

CYA field parole agents, CDC sergeants and lieutenants, and CDC correctional counselors were handed a 3x5 card and asked to write down the first word or words that came into their minds when the researcher said 7(k).

**Questions For California Department of Corrections
Sergeants And Lieutenants**

1. What is your perception of employee satisfaction with 7(k) training?
2. How did 7(k) training affect employee performance?
3. What on-the-job training did you or other supervisors offer to correctional employees?
4. How did OJT affect employee work performance?
5. What do you feel are the most important issues about 7(k) and OJT of which I should be aware?

**Questions For California Youth Authority Field Parole Agents and
California Department of Corrections Correctional Counselors**

1. What training have you received as part of 7(k)?
2. What do you think about this training?
3. How did this training affect your work performance?
4. If you were in charge, how would you design and offer 7(k) training?
5. What are the most important issues about 7(k) training of which I should be aware?

INTERVIEW SCHEDULE FOR CDC IST LIEUTENANTS AND SERGEANTS AND CYA TRAINING OFFICERS

General Questions

1. Did any aspect of 7(k) implementation affect the manner in which you constructed the training at your institution?
2. Are there any department central office issues that affect how and when you offer training?
3. Does the number of employees you are required to train affect in any way the planning, implementation and/or quality of 7(k) training?
4. Are make-up classes common? If so, what factors account for the high number of make-ups?
5. Are there procedures in place to monitor when employees do not attend the required training? If yes, please describe these procedures.
6. Have you seen improvement in the course offerings since the inception date of October 1998? If yes, please describe.
7. In your opinion, has the 7(k) training improved employee performance?
8. Do 7(k) officers participate in any in-service training beyond 7(k)? If yes, please describe.

7(k) Training Courses

9. How are the courses selected?
10. As of this time, do many of the training courses include measurable objectives? Are these objectives the same for most courses? How many courses are CPOST approved?
11. What are the instructional strategies and assessment techniques generally used for the 7(k) training courses?
12. Basic Academy has numerous approved CPOST courses. Is it feasible to use these as a basis for developing 7(k) courses that build on these foundational courses at the academy?
13. What is the average class size? Are there many times that the class includes just a few officers?

14. Scheduling of 7(k) – are any times better than others? For correctional peace officers, are the 4 training hours per 28-day work period always added on either before or after an 8 hour shift? Is it difficult to schedule for any or all of the included employee classifications?
15. Do you use videos for make-up? If yes, do you find them to be useful in terms of participants learning the material? In your opinion, are there specific courses that lend themselves well to a video format?
16. Do you ever include non-custody staff in 7(k) training? What are the advantages and disadvantages of including these staff?

On-the-Job Training

17. Describe on-the-job training at your institution? Is there a standard method of record keeping? What are the advantages and disadvantages of OJT?

Recommendations

18. What are your overall impressions of 7(k)?
19. Do you have any specific recommendations for improving 7(k)?
20. Would you be interested in using video conferencing training (e.g., two-way audio/video) at your institution?
21. What is your perception of employee satisfaction with 7(k) training?

Database

22. What you would like to see in an overall training computer program?

Institution or camp where employed: _____

Total years of service in CDC: _____

Employment classification (please check appropriate box):

Years in current position: _____

☐ CO ☐ CC1 ☐ CC2 Spec. ☐ Firefighter ☐ MTA

Years at current institution/camp: _____

Current watch: _____

California Department of Corrections 7(k) Training

1. Please rate the **Quality**, **Course Organization**, and **Usefulness** for the training you received in each of the following subject areas. Check the box that corresponds to your rating of each training area in the three evaluation categories.

Training Area	Not Applicable	Quality of Instruction				Organization of the Course				Usefulness of Course Content			
		Poor	Below average	Good/Average	Very good/Excellent	Poor	Fair	Good	Excellent	Not useful at all, waste of time	Somewhat useful	Useful	Very/ Extremely useful
A. Communications (e.g., oral and written)													
B. Departmental (e.g., policies & procedures, ethics)													
C. Firearms training (e.g., range)													
D. Health (e.g., bloodborne pathogen, CPR, first aid)													
E. Inmate control (e.g., cell extraction, searches)													
F. Legal (e.g., Clark, Armstrong cases, ADA)													
G. Law enforcement (e.g., preservation of evidence)													
H. Safety procedures (e.g., fire prevention, key/tool control)													
I. Staff-Inmate relations (e.g., over familiarity)													
J. Casework (e.g., MSF, 812, 128G)													
K. Use of force options (e.g., baton, chemical agent)													
L. Other 1, specify													
M. Other 2, specify													
N. OVERALL ASSESSMENT OF 7(k) TRAINING													

2. From the above table, please list *by letter* the three training areas that most improved your knowledge and skills.
- _____ • _____ • _____
-
3. In general, upon completion of your 7(k) training, how confident did you feel about performing related duties and responsibilities?
- ☐ Extremely confident ☐ Very confident ☐ Neutral/No opinion ☐ Somewhat confident ☐ Not confident at all
4. Overall, I learned how to apply the principles gained in 7(k) to work-related situations.
- ☐ Strongly agree ☐ Agree ☐ Neutral/No opinion ☐ Disagree ☐ Strongly disagree

5. How does the scheduling of 7(k) training affect your ability to learn the material?
- ☐ Negative impact on my learning ☐ No impact on my learning ☐ Positive impact on my learning
6. Please check the box that best describes how you learn (*choose one only*).
- ☐ With video, handouts, PowerPoint ☐ Lectures ☐ Participation in discussions ☐ Practice, hands-on
7. The following are various types of instructional delivery methods. Based on your 7(k) training experience, please rate these methods on whether they helped you learn the material or apply the skills. *Check the box that corresponds to your rating of each delivery method.*

Delivery Method	Not Applicable	Learn Material				Apply Skills			
		Not useful	Somewhat useful	Useful	Very/Extremely useful	Not useful	Somewhat useful	Useful	Very/Extremely useful
A. Lecture									
B. PowerPoint									
C. Video training tape									
D. Scenarios (e.g., situation to solve)									
E. Group work, small group exercises									
F. Demonstrations									
G. Role play/hands-on									
H. Handouts									
I. Open discussion									
J. Personal experience (e.g., war stories, if appropriate)									
K. Other, specify									

8. From the table above, please list the three delivery methods *by letter* that most improved your ability to learn the material and apply the skills.
- _____ • _____ • _____

9. Do you think the quality and usefulness of 7(k) improved during the last 6 months? ☐ Yes ☐ No

10. What is your overall impression of 7(k) training (*include additional comments on back*).

11. What recommendations would you make to improve 7(k) training (*include additional comments on back*).

On-the-Job Training

12. Did you receive any on-the-job training within the last year? ☐ Yes ☐ No
- 12a. If yes, did it help you perform your duties more effectively? ☐ Yes ☐ No

Thank you very much for your assistance with the survey

Parole Region where employed: _____

Total years of service in CDC: _____

Employment classification (please check appropriate box):

Years in current position: _____

☐ PAI ☐ PAII Spec.

Years at current parole region: _____

California Department of Corrections Parole 7(k) Training

1. Please rate the **Quality**, **Organization** and **Usefulness** of the training you received in each of the following subject areas. Check the box that corresponds to your rating of each training area in the three evaluation categories.

Training Area	Not Applicable	Quality of Instruction				Organization of the Training				Usefulness of Material			
		Poor	Below average	Good/Average	Very good/Excellent	Poor	Fair	Good	Excellent	Not useful at all, waste of time	Somewhat useful	Useful	Very/Extremely useful
A. Supervision of parolees													
B. Communications (e.g., oral, report writing, records)													
C. Investigations (e.g., interviews, crime scene preservation)													
D. Arrests (e.g., in-office, high risk entry)													
E. Safety (e.g., awareness, ergonomics)													
F. Departmental (e.g., Clark, Armstrong, EEO)													
G. Case decision making													
H. Interagency activities/ meetings (local LE meetings)													
I. Legal (sex offender reg., victim notification)													
J. Community resource presentations													
K. Interstate procedures													
L. Other, specify _____													
M. Other, specify _____													
N. Other, specify _____													
O. OVERALL ASSESSMENT OF 7(k) TRAINING													

2. From the above table, please list by letter the three training areas that most improved your knowledge and skills.

• _____ • _____ • _____

3. In general, upon completion of your 7(k) training, how confident did you feel about performing related duties and responsibilities?

☐ Extremely confident ☐ Very confident ☐ Neutral/No opinion ☐ Somewhat confident ☐ Not confident at all

4. Overall, I learned how to apply the principles gained in 7(k) to work-related situations.

☐ Strongly agree ☐ Agree ☐ Neutral/No opinion ☐ Disagree ☐ Strongly disagree

TURN OVER

5. Please check the box that best describes how you learn (*choose one only*).
- ☐ With video, handouts, PowerPoint ☐ Lectures ☐ Participation in discussions ☐ Practice, hands-on
6. The following are various types of instructional delivery methods. Based on your 7(k) training experience, please rate these methods on whether they helped you learn the material or apply the skills. *Check the box that corresponds to your rating of each delivery method.*

Delivery Method		Learn Material				Apply Skills				
		Not Applicable	Not useful	Somewhat useful	Useful	Very/Extremely useful	Not useful	Somewhat useful	Useful	Very/Extremely useful
A. Lecture										
B. PowerPoint										
C. Video training tape										
D. Scenarios (e.g., situation to solve)										
E. Group work, small group exercises										
F. Demonstrations										
G. Role play/hands-on										
H. Handouts										
I. Staff meetings										
J. Open discussion										
K. Personal experience (e.g., war stories, if appropriate)										
L. Other, specify										

7. **From the above table**, please list the three delivery methods *by letter* that most improved your ability to learn the material and apply the skills.

• _____ • _____ • _____

8. Do you think the quality and usefulness of 7(k) improved during the last 6 months? ☐ Yes ☐ No

9. What is your overall impression of 7(k) training:

10. What recommendations would you make to improve 7(k) training:

Thank you very much for your assistance with this survey.

Institution or camp where employed: _____

Total years of service in CYA: _____

Employment classification (please check appropriate box):

Years at current institution/camp: _____

☐ YCO ☐ YCC ☐ Casework Spec. ☐ Instit. PAI ☐ MTA

Current watch: _____

California Youth Authority 7(k) Training

1. Please rate the **Quality**, **Course Organization**, and **Usefulness** of the training you received in each of the following subject areas. Check the box that corresponds to your rating of each training area in the three evaluation categories.

Training Area	Not Applicable	Quality of Instruction				Organization of the Course				Usefulness of Course Content			
		Poor	Below average	Good/Average	Very good/Excellent	Poor	Fair	Good	Excellent	Not useful at all	Somewhat useful	Useful	Very/Extremely useful
A. Communications (e.g., oral, written reports, computers)													
B. Casework (e.g., groups, individual counseling, board reports, resource groups)													
C. SPAR													
D. Water safety													
E. Workplace violence													
F. Sexual harassment/EEO													
G. Health & Safety (IIPP, EAP, asbestos)													
H. Infectious disease/ bloodborne pathogens													
I. SOI													
J. First aid													
K. CPR													
L. Chemical restraints													
M. Physical & mechanical restraints													
N. Room/ cell extraction													
O. 37/38mm gas gun													
P. Ward rights (DDMS, ward grievance)													
Q. Institutional security (e.g., key control, personal alarm devices, counts, emergency plan, gang awareness, evidence preservation)													
R. Other, specify													
S. OVERALL ASSESSMENT OF 7(k) TRAINING													

2. From the above table, please list by letter the three training areas that most improved your knowledge and skills.

• _____ • _____ • _____

3. In general, upon completion of your 7(k) training, how confident did you feel about performing related duties and responsibilities?

☐ Extremely confident ☐ Very confident ☐ Neutral/No opinion ☐ Somewhat confident ☐ Not confident at all

4. Overall, I learned how to apply the principles gained in 7(k) to work-related situations.

☐ Strongly agree ☐ Agree ☐ Neutral/No opinion ☐ Disagree ☐ Strongly disagree

TURN OVER



5. How does the scheduling of 7(k) training affect your ability to learn the material?
☐ Negative impact on my learning ☐ No impact on my learning ☐ Positive impact on my learning
6. Please check the box that best describes how you learn (*choose one only*).
☐ With video, handouts, PowerPoint ☐ Lectures ☐ Participation in discussions ☐ Practice, hands-on
7. The following are various types of instructional delivery methods. Based on your 7(k) training experience, please rate these methods on whether they helped you learn the material or apply the skills. *Check the box that corresponds to your rating of each delivery method.*

Delivery Method	Not Applicable	Learn Material				Apply Skills			
		Not useful	Somewhat useful	Useful	Very/Extremely useful	Not useful	Somewhat useful	Useful	Very/Extremely useful
A. Lecture									
B. PowerPoint									
C. Video training tape									
D. Scenarios (e.g., situation to solve)									
E. Group work, small group exercises									
F. Demonstrations									
G. Role play/hands-on									
H. Handouts									
I. Open discussion									
J. Personal experience (e.g., war stories, if appropriate)									
K. Other, specify									

8. ***From the table above***, please list the three delivery methods *by letter* that most improved your ability to learn the material and apply the skills.

• _____ • _____ • _____

9. Do you think the quality and usefulness of 7(k) improved during the last 6 months? ☐ Yes ☐ No
10. What is your overall impression of 7(k) training:

11. What recommendations would you make to improve 7(k) training:

Thank you very much for your assistance with this survey.

Parole Region where employed: _____

Total years of service in CYA: _____

Employment classification (please check appropriate box):

Years in current position: _____

☐ PAI ☐ PAII Spec.

Years at current parole region: _____

California Youth Authority Field Parole Agent 7(k) Training

1. Please rate the **Quality**, **Course**, and **Usefulness** of the training you received in each of the following subject areas.
Check the box that corresponds to your rating of each training area in the three evaluation categories.

Training Area	Not Applicable	Quality of Instruction				Organization of the Training				Usefulness of the Material			
		Poor	Below average	Good/Average	Very good/Excellent	Poor	Fair	Good	Excellent	Not useful at all, waste of time	Somewhat useful	Useful	Very/Extremely useful
A. Supervision of parolees (e.g., case decision making)													
B. Communications (e.g., oral, report writing, records)													
C. Investigations (e.g., interviews, violation process)													
D. Office and field arrests													
E. Use of force options (e.g., OC, chemical agents, defensive tactics, lethal force)													
F. Weapons qualifications (e.g., range, firearms exercises)													
G. Departmental (e.g., EEO, workplace violence, policy)													
H. Health (e.g., bloodborne pathogen, CPR, first aid)													
I. Interagency activities/meetings													
J. Legal (e.g., sex offender reg., victim notification)													
K. Community resource presentations													
L. Staff development (e.g., conferences/training)													
M. Parolee interactions (e.g., SOI)													
N. Safety (e.g., awareness, ergonomics)													
O. Other, specify													
P. OVERALL ASSESSMENT OF 7(k) TRAINING													

2. **From the above table**, please list *by letter* the three training areas that most improved your knowledge and skills.

• _____ • _____ • _____

3. In general, upon completion of your 7(k) training, how confident did you feel about performing related duties and responsibilities?

☐ Extremely confident ☐ Very confident ☐ Neutral/No opinion ☐ Somewhat confident ☐ Not confident at all

4. Overall, I learned how to apply the principles gained in 7(k) to work-related situations.

☐ Strongly agree ☐ Agree ☐ Neutral/No opinion ☐ Disagree ☐ Strongly disagree

TURN OVER

5. Please check the box that best describes how you learn (*choose one only*).

☐ With video, handouts, PowerPoint

☐ Lectures

☐ Participation in discussions

☐ Practice, hands-on

6. The following are various types of instructional delivery methods. Based on your 7(k) training experience, please rate these methods on whether they helped you learn the material or apply the skills. *Check the box that corresponds to your rating of each delivery method.*

Delivery Method	Not Applicable	Learn Material				Apply Skills			
		Not useful	Somewhat useful	Useful	Very/Extremely useful	Not useful	Somewhat useful	Useful	Very/Extremely useful
A. Lecture									
B. PowerPoint									
C. Video training tape									
D. Scenarios (e.g., situation to solve)									
E. Group work, small group exercises									
F. Demonstrations									
G. Role play/hands-on									
H. Handouts									
I. Staff meetings									
J. Open discussion									
K. Personal experience (e.g., war stories, if appropriate)									
L. Other, specify									

7. **From the table above**, please list the three delivery methods *by letter* that most improved your ability to learn the material and apply the skills.

• _____

• _____

• _____

8. Do you think the quality and usefulness of 7(k) improved during the last 6 months? ☐ Yes ☐ No

9. What is your overall impression of 7(k) training.

10. What recommendations would you make to improve 7(k) training.

Thank you very much for your assistance with this survey.

Table 1. Number of Respondents by CDC Institutions

Institution	Number	Percent
Avenal State Prison	113	2.4
California State Prison, Calipatria	176	3.8
California Correctional Center	75	1.6
California Correctional Institution	416	8.9
Central California Women's Facility	92	2.0
California State Prison, Centinela	178	3.8
California Institution for Men	188	4.0
California Institution for Women	71	1.5
California Men's Colony	88	1.9
California Medical Facility, Vacaville	109	2.3
California State Prison, Corcoran	167	3.6
California Rehabilitation Center	325	7.0
Correctional Training Facility, Soledad	128	2.7
Chuckawalla Valley State Prison	101	2.2
Deuel Vocational Institution	142	3.0
Folsom State Prison	76	1.6
High Desert State Prison	153	3.3
Ironwood State Prison	110	2.4
California State Prison, Los Angeles County	152	3.3
Mule Creek State Prison	47	1.0
Northern California Women's Facility	38	0.8
North Kern State Prison	174	3.7
Pelican Bay State Prison	88	1.9
Pleasant Valley State Prison	140	3.0
Richard J. Donovan Correctional Facility at Rock Mountain	111	2.4
California State Prison, Sacramento	125	2.7
California Substance Abuse Treatment Facility and State Prison, Corcoran	168	3.6
Sierra Conservation Center	116	2.5
California State Prison, Solano	175	3.8
California State Prison, San Quentin	262	5.6
Salinas Valley State Prison	136	2.9
Valley State Prison for Women	118	2.5
Wasco State Prison and Reception Center	100	2.1
Total	4658	100.0

Table 2. Number of Respondents by CDC Camps

Camp	Number	Percent
Alder	3	3.8
Antelope	3	3.8
Baseline	8	10.1
Bautista	1	1.3
Chamberlain Creek	2	2.5
Deadwood	2	2.5
Delta	3	3.8
Devil's Garden	1	1.3
Eel River	3	3.8
Francisquito	2	2.5
Growlersburg	4	5.1
High Rock	2	2.5
Ishi	2	2.5
Konocti	2	2.5
McCain Valley	2	2.5
Oakglen	12	15.2
Pilot Rock	3	3.8
Prado	6	7.6
Puerta La Cruz	4	5.1
Rainbow	3	3.8
Salt Creek	1	1.3
Vallecito	7	8.9
Valley View	3	3.8
Total	79	100.0

Table 3. Number of Respondents by CDC Parole

	Total by Region	
	Number	Percent
Region I	137	23.2
Region II	55	9.3
Region III	187	31.6
Region IV	212	35.9
Total	591	100.0

Table 4. Number of Respondents by CYA Institutions

Institution	Number	Percent
Dewitt Nelson Youth Correctional Facility	94	6.4
Fred C. Nelles Youth Correctional Facility	165	11.3
Heman G. Stark Youth Correctional Facility	267	18.3
Karl Holton Youth Correctional Drug & Alcohol Abuse Treatment Facility	102	7.0
N.A. Chaderjian Youth Correctional Facility	131	8.9
Northern Youth Correctional Reception Center & Clinic	100	6.8
O.H. Close Youth Correctional Facility	78	5.3
El Paso de Robles Youth Correctional Facility	139	9.5
Preston Youth Correctional Facility	167	11.4
Southern Youth Correctional Reception Center & Clinic	75	5.1
Ventura Youth Correctional Facility	143	9.8
Total	1461	100.0

Table 5. Number of Respondents by CYA Camp

Camp	Number	Percent
Ben Lomond Youth Conservation Camp	10	31.3
Mt. Bullion Youth Conservation Camp	7	21.9
Pine Grove Youth Conservation Camp	3	9.4
Ventura Youth Correctional Camp	4	12.5
Washington Ridge Youth Conservation Camp	8	25.0
Total	32	100.0

Table 6. Number of Respondents by CYA Parole Regions

Parole Region	Number	Percent
North	22	45.8
South	26	54.2
Total	48	100.0

Chart 1. Major 7(k) Issues Identified by CDC In-Service Training Managers and Sergeants, and/or 7(k) Sergeants

<u>Issues</u>	<u>Conclusions</u>
Limited Classroom Space	<i>Most institutions have one classroom and must use visiting center or other alternative space. Other rooms are not always conducive to learning.</i>
Insufficient Lead Time to Implement 7(k) Mandate	<i>Institutions asked to implement new structured training in short time, with little direction from the Department. Resulted in variable compliance (e.g., use of CPOST approved lesson plans) with mandates.</i>
Insufficient Number of T-4-T, Subject Matter Experts, and Other Qualified and/or Interested Instructors	<i>In many instances, there are not enough instructors qualified and interested in training. This places a burden on training staff to provide more training than they find acceptable and increases training costs because may have to pay overtime to entice a trainer.</i>
Few Available CPOST Approved Lesson Plans	<i>Each institution required to develop many of its own lesson plans to respond to mandated training. This led to variable quality in these lesson plans. In addition, it resulted in duplication of staff time that might have been better spent on other training activities.</i>
Inability of Training Office Staff to Plan	<i>In some instances, the departmental directive to offer a particular class is made on short notice. Thus, the training staff must readjust its schedule, which may result in non-compliance with a mandate for some employees.</i>
Inadequate Computerized Training Tracking System	<i>The current database has numerous limitations and usefulness (e.g., inability to differentiate training by employee classification, distortion of data from transfer employee, limit in type and nature of reports that can be generated). Thus, many training office staff have developed 'work around' systems, using Access or Excel, to monitor their training.</i>
Limited Institutional Flexibility in Course Offerings and Course Presentation	<i>Most training courses are mandated by state statute, departmental directive, litigation or local rule. This leaves few, if any, opportunities to offer training in other areas (e.g., gangs, office processes, advanced writing skills). Many IST staff also view that there are departmental and CPOST restrictions in how they teach a class (e.g., not allowing use of videos, reading lesson plan verbatim).</i>
Potentially High Training Costs	<i>The more recent bargaining agreement allowed 7(k) employees to pick their training day, instead of the earlier agreed upon designated training day. Range requires range master and range safety officers and many classes are extremely small because most officers wait until the last day or two. The IST office incurs the costs of providing staff, regardless of the number of participants.</i>
Inability to Offer Other Training	<i>Institutional training budgets were cut with the implementation of 7(k) training. All other training (e.g., sergeants, lieutenants, additional in-service) has suffered as a result of this situation. Thus, supervisors are not receiving anywhere near the amount of training received by their officers, which affects their ability to remediate and/or enhance the knowledge, skills and abilities of their officers in specific areas.</i>

Chart 2. CDC Institutions and Camps Summary of 7(k) Training Survey

Survey section	Correctional Officer	<u>Institutions</u> Correctional Counselor	MTA	Camps All 7(k) Employees
Overall Course Training - Quality, Organization, Usefulness	Greatest level of satisfaction with quality Greatest level of dissatisfaction with organization Dissatisfaction increases with years of service	Greatest level of satisfaction with quality Greatest level of dissatisfaction with organization Dissatisfaction increases with years of service	Greatest level of satisfaction with quality Greatest level of dissatisfaction with organization	Level of satisfaction less than institution employees Frustration with training during fire season
Specific training courses	Greatest satisfaction: Firearm Use of force Least satisfaction: Legal Casework rated low	Greatest satisfaction: Firearm Use of force Least satisfaction: Legal Casework rated useful	Greatest satisfaction: Firearm Use of force Least satisfaction: Legal Casework rated low	Greatest satisfaction: Firearm Use of force Safety procedures Least satisfaction: Legal Casework rated low
Courses providing best preparation	Firearm Use of force Departmental policies and procedures	Firearm Use of force Departmental policies and procedures	Firearm Use of force Departmental policies and procedures	Firearm Use of force Departmental policies and procedures
Level of confidence after training	Moderate	Moderate	Moderate	Moderate
Training schedule	Did not affect ability to learn	Did not affect ability to learn	Did not affect ability to learn	Did not affect ability to learn
Individual learning style	Best method: Hands-on Worst method: Lecture	Best method: Hands-on Worst method: Lecture	Best method: Hands-on Worst method: Lecture	Best method: Hands-on Worst method: Lecture
Preferred delivery method	Preferred delivery methods: Video training Scenarios Demonstrations Open discussion	Preferred delivery methods: Video training Scenarios Demonstrations Open discussion	Preferred delivery methods: Video training Scenarios Demonstrations Open discussion	Preferred delivery methods: Video training Scenarios Demonstrations Open discussion
On-the-Job Training	Generally favorable	Generally favorable	Generally favorable	Generally favorable

Chart 3. Training Courses Offered Statewide by CDC Parole Regions

<u>Training Area</u>	<u>Courses</u>
Supervision of Parolees	<i>Hostage Negotiation; Family Violence and Criminal Behavior; Cash Assistance Policies and Procedures; Gang Information; Defensive Tactics; Prevention and Management of Assaultive Behavior; Domestic Violence; Preventing Parolee Crime Program; Drug Endangered Children; Victim Awareness; Specialized Caseloads; Electronic Monitoring; Child Abuse Prevention; Public Interest Cases (PIC); High Notoriety Cases (HNC); Discharge Reviews; Sexual Misconduct with Parolees; Field Supervision; and Case Supervision Requirements.</i>
Case Decision Making	<i>Substance Abuse Treatment/Program; Civil Addict Program; Parolee Outpatient Clinic (POC) Update; Effects of Incarceration on Psycho-Social Adjustment; Criminal Personalities; Pre-release and Alcohol testing; Case Management; Sexual Predator – Profiling; Child Lures; Mentally Disordered Offenders; Narcotics Update; Dual Diagnosis; Drug Abuse Recognition (DAR) and Drugs; AIDS; Dealing with Mental Illness; Anti-Narcotic Testing; and Family Court Mediation.</i>
Communications	<i>Interview Techniques; Radio Training; Courtroom Skills and Tactics; Interactive Journaling Meeting; Effective Communication; Board of Prison Terms; Parolee Violation Report Writing; Interviewing the Elderly; and Report Forms.</i>
Investigations	<i>Threat Management; Law Enforcement Automated Data System (LEAD); Deadly and Non-Deadly Force Incidents Investigations; Offender Based Information System (OBIS); Crime Scene Preservation; Criminal Justice Information Center (CJIC) and CLETS; Clandestine Labs; Interim Parolee Tracking System (IPTS); Parolees as Informants; NCIC/JDIC; Deadly Force Investigations; and Violent Crime Information Network.</i>
Arrests	<i>Tactical Entry; High-risk Entry; Parole Searches (Reyes); High Control Release; Pitchess; SACTU; Parolee at Large (PAL) Policy; Vehicle Stops; Arrests; and High Control Release.</i>
Departmental	<i>Sexual Harassment; Violence in the Workplace; Y2K; Parole Policy and Procedures; 7(k) Timekeeping; Parole and Community Services Division Programs; Office Operations; Office of the Day (OD); American with Disabilities (ADA) Act; Unit Operation Procedures; File Organization; Computer Training; Reasonable Accommodation at BPT Hearing; Sexual Misconduct Policy; Employee Post Trauma Team; Managing Multiple Projects; DOM Review; Diversity Workshop; Stress Management; Unit/Executive Staff Meeting; Ethics and Professionalism; CalPERS/ Retirement; and Developing Positive Work Habits.</i>
Legal	<i>Child Victimization and Reporting; PC 290, Sex Offender Registration; Megan's Law; 2000 Law Update; 602 Appeals; Legislation Review; Armstrong; Clark; and INS.</i>

Chart 3. Training Courses Offered Statewide by CDC Parole Regions, *Continued*

<u>Training Area</u>	<u>Courses</u>
Community Resource Presentations	<i>Community Resources/Services; Child Protective Services; Employment Development Department (EDD); Rape Trauma and Victimization; Atascadero Programs; Jail Operations; and Directors/Staff of Local Programs.</i>
Weapons/Firearms	<i>Division Firearms Familiarity; Weapons Safety; Trauma Shooting Kit; Oleoresin Capsicum (OC); Range master Meeting; TAC; Soft Body Armor; Chemical Exposure; Range; Annual Classroom Firearms; Quarterly Qualifications; Use of Force Policy and Follow-Up; and Hip Pack.</i>
Health	<i>Bloodborne pathogens; First Aid/CPR; SB 198 (Injury Illness Prevention Program); and TB.</i>
Safety	<i>Vehicle Safety; Use of Fire Extinguisher; Psychological Officer Survival; Use of Seatbelts; Vehicle Responsibility; Self Defense; and Emergency Preparedness.</i>
Interagency activities/meetings	<i>Local Program Review and SWEEP.</i>
Other	<i>Bomb Threats; Inmate-Staff Relations; Peer Audits; Animal Control; BASN; Defusing the Irrate Citizen; STAR program; RPS; REAP Programs; T-4 –T and Advanced T-4-T; DHA; FMLA; Black History Month; Youth Violence in Schools; Acupuncture; and Interstate Procedures.</i>

Note: Data obtained from reviewing sign-in sheets, agendas and minutes provided by the parole regions. Inaccuracies may be present and caution should be exercised when generalizing to any specific parole region.

Chart 4. CDC Parole Agents' Summary of 7(k) Training Survey

Survey section	Parole Agents
Overall Course Training – Quality, Organization, Usefulness	Moderate satisfaction Dissatisfaction increases with years of service
Courses providing best preparation	Arrests Supervision of parolees Departmental
Level of confidence after training	One-third felt confident, but one-half had no opinion
Individual learning style	Best methods: Hands-on and videos

Chart 5. Major 7(k) Issues Identified by CYA Institutional Training Officers

<u>Issue</u>	<u>Conclusions</u>
Inadequate Instructor Pool	<i>In some instances, had to use less qualified (though T-4-T'd) instructor because pool is small. This affected the quality of the instruction. One reason given for the small pool was the insufficient number of T-4-T classes.</i>
Few CPOST Approved Lesson Plans	<i>The department only had two approved lesson plans – SOI and SPAR. A lot of individual effort was spent on developing lesson plans and other teaching materials for training, some of which were not formal lesson plans.</i>
Limited Institutional Flexibility	<i>Most of the courses offered under the 7(k) umbrella are mandated (i.e., statutory, departmental directive, litigation or local rule). This leaves little room for the training officer to respond to needs identified in the Training Needs Assessment (TNA), done annually at each institution.</i>
Training Officer Should be Peace Officer	<i>A couple of respondents indicated that the officers would have more respect for the training if organized and offered by an individual with peace officer classification.</i>
Inability to Offer Other Training	<i>Due to limited training staff and budgets, the training office was unable to offer additional in-service training for officers and supervisors.</i>
Inadequate Computerized Training Tracking System	<i>Several training officers do not use the existing MacTIS (Training Information System) program to track their training. Where it is used, some officers noted it had numerous inadequacies. Several officers created their own Access or other system to work around the TIS program.</i>
Potential Non-Compliance	<i>The available 52 training hours do not cover all the mandated training. Thus, there is the potential that an individual officer may be out of compliance with some training mandate.</i>

Chart 6. CYA Institutions and Camps Summary of 7(k) Training Survey

Survey section	Institutions	Camps
Overall Course Training – Quality, Organization, Usefulness	Greatest level of satisfaction with quality Greatest level of dissatisfaction with usefulness Dissatisfaction increases with years of service due to lack of lesson plan revision	Greatest level of satisfaction with quality Greatest level of dissatisfaction with usefulness Dissatisfaction increases with years of service due to lack of lesson plan revision
Specific training courses	Greatest satisfaction: Staff-offender interaction (SOI) First aid CPR Least satisfaction: Casework Water safety Dissatisfaction increases with length of service	Greatest satisfaction: First aid CPR Chemical restraints Ward rights Least satisfaction: Health and Safety Room/cell extraction (not applicable to majority)
Courses providing best preparation	Infectious disease/bloodborne pathogens CPR Physical/mechanical restraints	CPR Ward rights
Level of confidence after training	One-third to one-half felt very confident	Less confident than institutional staff
Individual learning style	Best methods: Hands-on and videos	Best methods: Hands-on and videos
Preferred delivery method	Preferred delivery methods: Demonstrations Open discussion Scenarios Least useful methods: PowerPoint Handouts Lecture	Preferred delivery methods: Role playing/hands-on Lecture Open discussion Scenarios Least useful methods: PowerPoint Handouts Personal experience
Training improvement in previous 6 months	Improved	Improved

Chart 7. Major 7(k) Issues Identified by CYA Field Parole Agents

<u>Issue</u>	<u>Conclusion</u>
Training not Fulfilling Requirements of Bargaining Agreement	<i>Overwhelmingly, agents asked what 7(k) was and indicated that it was non-existent and clearly didn't meet the bargaining mandates (e.g., new and improved training in a structured, classroom format).</i>
Required Activity Log	<i>Each agent required to complete a daily activity log, which was initiated at the same time as 7(k) and takes approximately 4-6 hours every work period. Many saw this as 7(k).</i>
7(k) Management Tool	<i>Many felt that 7(k) was used to eliminate overtime for agents and selectively punish agents.</i>
Inconsistent Training	<i>Each office handled the requirement differently. Agents told that the staff meeting was 7(k) training, though no lesson plans or qualified instructors. Other times, agents given binders of information to read and told to record their time as 7(k).</i>
Negative Impact on Work Duties	<i>7(k) training hurt their work performance because of the activity log requirement, by hindering their ability to carry out their 'regular' duties.</i>
Changing Scope of Parole Agent Duties	<i>Department doesn't acknowledge that many of the duties of parole agents require training offered to law enforcement officers – search, field arrests, sweeps of houses. Relevant training that responds to these requirements is necessary in order to provide for the safety of the agents and the community.</i>

Chart 8. CYA Parole Agents' Summary of 7(k) Training Survey

Survey section	Parole Agents
Overall Course Training – Quality, Organization, Usefulness	Moderate satisfaction
Courses providing best preparation	Weapons qualifications Office/field arrests Communications
Level of confidence after training	Majority had no opinion
Individual learning style	Best methods: Hands-on and videos
Preferred delivery method	Preferred delivery methods: Scenarios Lecture Demonstrations

Chart 9. Major 7(k) Recommendations of CDC In-Service Training Managers and Sergeants, and/or 7(k) Sergeants

<u>Recommendation</u>	<u>Explanation</u>
New Computerized Training Tracking System	❖ <i>System will allow training office staff to generate useable reports, monitor actual training, document non-compliance, monitor officers' training mandates, and provide other needed information as determined by the institution and the department.</i>
Standardized Lesson Plans for Core/Mandated Training with Site Specific Flexibility	<ul style="list-style-type: none"> ❖ <i>Require the Department to design these lesson plans with input from institutional training staff (including representatives from various regions and programs in the state). Each institution has some unique features (e.g., physical plant layout, specialized programs and/or inmate population, institutional mission) that necessitate the ability of local institutions to adapt lesson plans to accommodate its needs.</i> ❖ <i>Have departmental training staff develop videos for 7(k) training, including scenarios on video that can be incorporated into a PowerPoint presentation.</i> ❖ <i>Draft policies and procedures for deviations from the standard lesson plans.</i> ❖ <i>Use non-technical language, where feasible, in the lesson plans and include information that is relevant to the work of correctional officers.</i>
Lesson Plans on Web site	❖ <i>Department put standardized lesson plans on Web site (e.g., core/mandated classes), perform periodic updates, and notify training managers of any changes.</i>
T-4-T Instructor Programs	❖ <i>Offer instructor-training programs on a regular basis to all interested institutional staff in order to expand the local instructor pool. In addition, offer specialized training for mandated classes (e.g., Clark). Makes scheduling easier by expanding the pool of in-house training staff.</i>
Teaching Time for Individuals Receiving T-4-T	❖ <i>Require individuals completing the T-4-T instructor training to provide a minimum number of instructor hours. Consider development of a certification program.</i>
Standardize Training Schedule Statewide for Mandatory Classes	❖ <i>Ensure that all employees receive the training at the same time and are in compliance with training mandates, especially those required annually. Minimizes problems for employees who transfer institutions but have short time period to comply with training mandate.</i>
Training Schedule	❖ <i>Allow institutions to develop a training schedule that would allow 7(k) employees to meet their four-hour training mandate in two 2-hour blocks, twice a month.</i>
Mandate Training Day for 7(k) Employees	❖ <i>Respondents were mixed on this recommendation because of employees' preference for flexible scheduling. Yet, many would, at a minimum, require training day for mandated courses like firearms and Clark because that would minimize training costs and training burden on psychologists.</i>
Departmental Evaluation of Annual Training Mandates	❖ <i>First, make clear what is mandated. Second, some of the training is offered year after year without any significant change in the lesson plans. Assess whether some mandated training could be offered in the on-the-job model. For example, several training staff indicated that alarm response was best offered on the yard. Use of alternative training delivery systems would increase training time for institutions to respond to local needs. Thus, the department should seek training and delivery systems that meet the needs of the institutional staff.</i>

Chart 9. Major 7(k) Recommendations of CDC In-Service Training Managers and Sergeants, and/or 7(k) Sergeants, *Continued*

<u>Recommendation</u>	<u>Explanation</u>
Advanced Training for IST Staff	❖ <i>When officers are assigned to IST, the Department should provide, at a minimum, T-4-T instruction in all mandated classes. This would ensure instructor coverage for these courses. In addition, the new staff should also receive advanced training in teaching and classroom presentation.</i>
Term of Service in Training Office	❖ <i>Institutional training staff are generally rotated in for a two-year term and then returned to their post. Allow interested officers to remain in the office, creating a seasoned training staff.</i>
More Classroom Space and Training Equipment	❖ <i>Institutions, especially those with large numbers of 7(k) employees and only one classroom, need additional designated training space, which is designed for teaching and has all the necessary instructional equipment. New training equipment is also needed: dummies for use in the CPR class; and a constructed mock prison cell for each institution, which can be used for hands-on application of the principles and practice of cell extraction, searches, and communication skills.</i>
Additional Financial Resources for Training	❖ <i>These resources could be used to purchase needed supplies (e.g., self-paced instructional manuals, CD-ROM, PowerPoint) and add a new training staff position. This employee could teach, provide assistance to supervisors with OJT, reduce overtime and pay behind costs for instructors, mentor new instructors, and assist all the instructors with class preparation. The new position would also provide additional time and resources to train supervisors.</i>
Departmental Directive to Authorize Institutions to Close Yards for Training	❖ <i>Each institution must provide for the care and custody of its staff and inmates. On occasion, it may benefit the officers to be offered training in their units. By closing the yard, the IST office and supervisors can provide needed in-service and on-the-job training, as determined by unit need. One example given to accommodate the three watches was as follows: 1st – pull 3-5 officers at a time for training; 2nd – use the 1 ½ hour period after breakfast when inmates in cell; 3rd – after lock-up for late count. This may be most feasible at a level 4 institution.</i>
Range 2000 Program	❖ <i>As of this date, 14 institutions have Range 2000 program, which includes a staff position. Expand the program statewide to all 33 institutions.</i>
Institutional Training Staff Representative in Court-Mandated Discussions	❖ <i>The department is involved in litigation, where the court-mandated remedy involves training of correctional peace officers. Several respondents expressed concern with the content and instructional requirement for certain court-mandated training. Inclusion of a training officer may result in agreements and subsequent training that is more responsive to the court mandate and more effectively designed.</i>

Chart 10. Major 7(k) Recommendations of CYA Training Officers

<u>Recommendation</u>	<u>Explanation</u>
Full-Time Training Officer Position	❖ <i>Currently, most of the training officer positions are filled by individuals who have other assignments. The creation of a full-time position dedicated solely to training would allow the institution to respond to the training needs of all staff, including supervisors.</i>
Standardized Lesson Plans with Site Specific Flexibility	❖ <i>The new 16-week academy curricula include refresher-training material, which could be adapted for in-service training use at each institution. In addition, provide a section of the lesson plan where each institution can incorporate site specific information, which addresses physical plant layout, institutional mission, specific programs and ward populations, and custody level.</i>
Designate Training Day	❖ <i>Respondents were mixed but recognize the benefit of officers attending training on their assigned day: easier to schedule instructors; ensures balanced class size; eliminates need to turn officers away; and reduces 'pay behind' costs.</i>
Statewide Training Calendar	❖ <i>Ensure that all employees were current with training mandates and could facilitate the transfer of employees between institutions.</i>
T-4-T Instructor Programs	❖ <i>Offer instructor programs on a more regular basis in order to create larger instructor pool. Allow institutions to send more than the usual 3 staff. This would facilitate scheduling by expanding the in-house training staff. Include training on teaching strategies and lesson plan design. Offer T-4-T in specialized areas (e.g., DDMS) more often due to constant changes.</i>
Training Officer Training	❖ <i>Provide training specifically designed for new training officers i.e., general lesson plan development and design, and teaching strategies.</i>
Term of Service as Training Officer	❖ <i>Most training officers are placed on a two-year temporary assignment. Allow interested officers/staff to remain in the office, thus creating a seasoned training staff.</i>
Additional Financial Resources	❖ <i>Training staff are limited in terms of their ability to buy needed materials (e.g., videos, manuals). Their ability to purchase needed equipment and related training materials would also improve the quality of the instruction. Also use money to train additional staff as future instructors.</i>
Training Officer Link on Website	❖ <i>Provide lesson plans, policy updates, departmental directives, forms, alerts, requirements, resource information and related training materials on the web so that each institution could download needed and current information.</i>
Revised Institutions and Camps (I and C) Branch Manual	❖ <i>Update the I and C manual to reflect current training mandates.</i>

Chart 11. Overall and Employee Specific Recommendations For 7(k) Training

Overall Recommendations	Employee Specific Recommendations
1. Conduct employee training needs assessment to inform decisions regarding mandated training. In addition, review training mandates by employee class to ensure relevancy and make changes where necessary.	<ul style="list-style-type: none"> ❖ Evaluate annual training mandates ❖ More work-related training (e.g., classification and parole representative training) and new training (e.g., room entry and clearing, computers, drug identification, job/stress management) ❖ Establish statewide training calendar for mandatory classes to: <ul style="list-style-type: none"> • Ensure compliance with training mandates • Facilitate the transfer of employees between institutions ❖ Re-establish designated training day, if only for the mandated courses (e.g., firearm, Clark): <ul style="list-style-type: none"> • Easier to schedule instructors • Ensure balanced class sizes • Eliminate the need to turn officers away in size restricted classes • Reduce 'pay behind' costs • Improve the quality of instruction by reducing the number of classes with two or three employees and encourage group interaction ❖ Offer training in alternative scheduling formats (one/two hour blocks; one 8-hour day) ❖ Create continuum of training for CYA Parole: <ul style="list-style-type: none"> • Standardized training on subject-matter of general need • Specialized training for agents working with specialized caseloads • Professional development training upon request • Training leading to certificate (work-related) or advanced degree ❖ CYA Parole: <ul style="list-style-type: none"> • Eliminate activity log requirements ❖ CDC Parole: <ul style="list-style-type: none"> • Examine course relevancy for parole agents • Conduct workload analysis ❖ Ensure that regional training officer positions assigned based on number of agents and caseload characteristics
2. Develop lesson plans that meet CPOST approval and can be used statewide.	<ul style="list-style-type: none"> ❖ Have the Department develop: <ul style="list-style-type: none"> • Standardized lesson plans for core/mandated training • Policy updates ❖ Allow for incorporation of some site-specific information ❖ CDC field parole agents recommend parole training branch take sole responsibility for designing and coordinating 7(k)
3. Review methods of training.	<ul style="list-style-type: none"> ❖ More hands-on and scenario-based training ❖ Better and more updated training materials ❖ Use experts with subject-matter expertise ❖ Get guest speakers and professionals from outside agencies
4. Examine alternative training delivery methods for certain classes.	<ul style="list-style-type: none"> ❖ More training on the unit using the OJT format (CDC correctional counselors and camps) ❖ Close yards for short periods of time to provide in-service training, OJT ❖ Use briefings in the units/yards to keep staff informed about current situations to minimize misunderstandings ❖ Examine the potential use and costs for on-line training, in such areas as writing remediation (CDC parole) ❖ Cross training with other law enforcement agencies (CDC and CYA parole) ❖ CYA field parole agents recommend having CPOST adopt two waiver processes to their training approval procedures: <ul style="list-style-type: none"> • Automatic waiver for courses offered by the FBI, Department of Justice, or other qualified agency • Waiver review process for training offered by other agencies

Chart 11. Overall and Employee Specific Recommendations For 7(k) Training, *Continued*

<u>Overall Recommendations</u>	<u>Employee Specific Recommendations</u>
5. Provide In-Service Training for Supervisors.	<ul style="list-style-type: none"> ❖ Expand training opportunities for supervisors, especially in the 7(k) employees' core and mandated training areas to: <ul style="list-style-type: none"> • Improve their ability to remediate and offer on-the-job training.
6. Ensure that each institution, parole region and camp has sufficient numbers of training staff to offer 7(k) and other training, assist with training in the units/yards, and meet the full operational needs of the training unit.	<ul style="list-style-type: none"> ❖ Establishment of a full-time training officer position in each CYA institution and add a new training staff position for CDC. Institutional staff trainer would: <ul style="list-style-type: none"> • Teach • Provide assistance to supervisors with OJT • Reduce overtime and 'pay behind' costs for instructors • Mentor new instructors • Assist all the instructors with class preparation ❖ Additional parole agent in each office who would: <ul style="list-style-type: none"> • Provide on-site training to new agents • Develop community resource contacts • Coordinate training with region and state offices • Serve as relief back-up for other agents ❖ Review requests by officers to remain in the training unit for an extended time to create seasoned and skilled training staff
7. Support T-4-T programs and assess viability of a trainer certification program.	<ul style="list-style-type: none"> ❖ Enhance T-4-T instructor programs by: <ul style="list-style-type: none"> • Offer the program on a more regular basis • Increase the number of employees per institution who can attend training program • Provide training staff with ability to provide instructor coverage for most courses • Instructors would acquire enhanced skills in general lesson plan development and design, and teaching strategies
8. Support new data training tracking system that can be used as a training, management, and audit tool by the institutions, parole regions, camps and departments.	<ul style="list-style-type: none"> ❖ Develop and provide a new computerized training tracking system to: <ul style="list-style-type: none"> • Generate useable reports • Monitor actual training • Document non-compliance • Monitor officers' training mandates • Provide other needed information as determined by the institution and department
9. Provide lesson plans, policy updates, departmental directives, resource information, etc. on the department websites.	<ul style="list-style-type: none"> ❖ Establish capability of each institution to download departmental directives and other essential information ❖ Develop a method to notify training managers of any changes to Web site information
10. Provide necessary training resources.	<ul style="list-style-type: none"> ❖ Pay for training costs for new instructors ❖ Purchase needed equipment and training materials, such as dummies for CPR class, PowerPoint, new videos ❖ Computers that allow access to CII reports and relevant court information (CYA Parole) ❖ Provide designated classroom space designed for teaching ❖ Have the Prison Industry Authority construct a mock prison cell for each institution: <ul style="list-style-type: none"> • Use for hands-on application • Cell extraction • Searches ❖ Range 2000 program at each institution

GLOSSARY

<u>Abbreviation</u>	<u>Meaning</u>
ADA	American Disabilities Act
Cal-OSHA	California Occupational Safety & Health Agencies
CCI	Correctional Counselor I
CCII	Correctional Counselor II Specialist
CCPOA	California Correctional Peace Officers Association
CDC	California Department of Corrections
CIA	Central Intelligence Agency
CII	Criminal Information Index
CO	Correctional Officer
CPOST	Commission on Correctional Peace Officer Standards and Training
CPR	Cardiopulmonary Resuscitation
CSUS	California State University, Sacramento
CYA	California Youth Authority
DDMS	Disciplinary Decision Making System
DOM	Department Operations Manual
EEO	Equal Employment Opportunity
FBI	Federal Bureau of Investigation
HIV	Human Immunodeficiency Virus
IIP	Injury Illness Prevention
IST	In-Service Training
LE	Law Enforcement
LOC	Letter of Contact
LOI	Letter of Instruction
Mac-TIS	Training Information System
MOU	Memorandum of Understanding
MTA	Medical Technical Assistant

<u>Abbreviation</u>	<u>Meaning</u>
OJT	On-the-Job Training
PAI	Parole Agent I
PAII	Parole Agent II Specialist
PERS	Public Employee Retirement System
PICO	Permanent Intermittent Correctional Officer
PIE	Permanent Intermittent Employee
POST	Peace Officer Standards and Training
PPWA	Pre and Post Work Activities
RDO	Regular Day Off
SOI	Staff-Offender Interaction
SPAR	Suicide Prevention Assessment Response
T-4-T	Training-for-Trainers
TNA	Training Needs Assessment
WID	Work Improvement Discussion
YCC	Youth Correctional Counselor